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MEDIA FOR LANGUAGE TEACHING AND LEARNING IN DIGITAL ERA

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ABSTRACT

Learning a new language is considered as difficult task because it needs more exercises in various skills. Media plays the important role in increasing the learners' desire to learn by creating the atmosphere of fun. In this digital era, learning models utilize technology as leaning media to provide wider access and opportunities for students in building their own knowledge. The availability of technology in education enables educators to plan and implement innovative and interactive learning model. The main goal of this paper is to suggest the current media for teaching and learning language in digital era.

Keywords: media, language teaching, digital era.

INTRODUCTION

It is believed that learning a new language is not an easy task, because it requires some exercises in multiple skills like listening, writing, reading, and speaking. Learning another language aims at facilitating the learner to write and communicate in new language easily. The motivation to learn plays the important role in improving the language proficiency. Hence, learning process needs a proper media to increase the learner's desire to learn by creating the atmosphere of fun.

Media is an instrument that is used to transform messages or information from "resource" to "receiver" (Criticos, 1996). Based on these definitions, it can be said that the learning process is a process of communication. The learning process contains five components of communication, teachers (communicators), learning materials, learning media, students (communicants), and learning objectives. So, learning media is everything that can be used to channel messages (learning materials), so that it can stimulate attention, interest, thoughts, and feelings of students in learning activities to achieve learning goals. Gerlach and Ely (in Ibrahim, 2001) stated that instructional media plays a key role in the design and use of systematic instruction. A medium, broadly conceived, is any person, material, or event that establishes conditions which enable the learner to acquire knowledge, skills, and attitudes. In this sense, the teacher, text book, and school environment are also media.

Additionally, in teaching and learning process, media is also defined as graphic, photographic, or electronic tools for capturing, processing, and reconstructing visual or verbal information. AECT (Association of Education and Communication Technology) limits the media as all forms and channels used for information message. Aside from being a conveying or introductory system, media is often replaced with the word 'mediator' which regulates an effective relationship between two parties in the learning process, namely students and the contents of the lesson (Arsyad, 2010: 3). Nowadays, one of the important aspects in teaching and learning process is the use of technology, which many years has been replacing the dominant of traditional media. Currently, the development of technology and the internet is rapid and constant. The big role of internet is reducing the time of physical interactions between students and teachers in achieving similar or better effects in improving language skills. Therefore, the teaching learning process needs appropriate media for this era.

Media as one of the usual aids is most available resource for language teacher that is used for centuries to help students and practice foreign language effectively. Learning media can be understood as the media used in the learning process and objectives. In essence, the learning process is the same as communication. The learning media can be understood as a communication medium used in the communication process, learning media has an important role as a means to deliver the learning messages. Hence, by using media in the teaching and learning process can facilitate the educators in delivering the material to the students. Besides, using media in teaching process can stimulate the students' attention and interest in understanding the learning material easily. The purpose of using learning media in learning process is not only to complete the learning process and to attract the attention of students, but it aims to facilitate the teaching and learning process so that it can improve the quality of teaching and learning. Hence, the learning media is the integral component within learning system. The position of leaning media is shown in Fig 1.

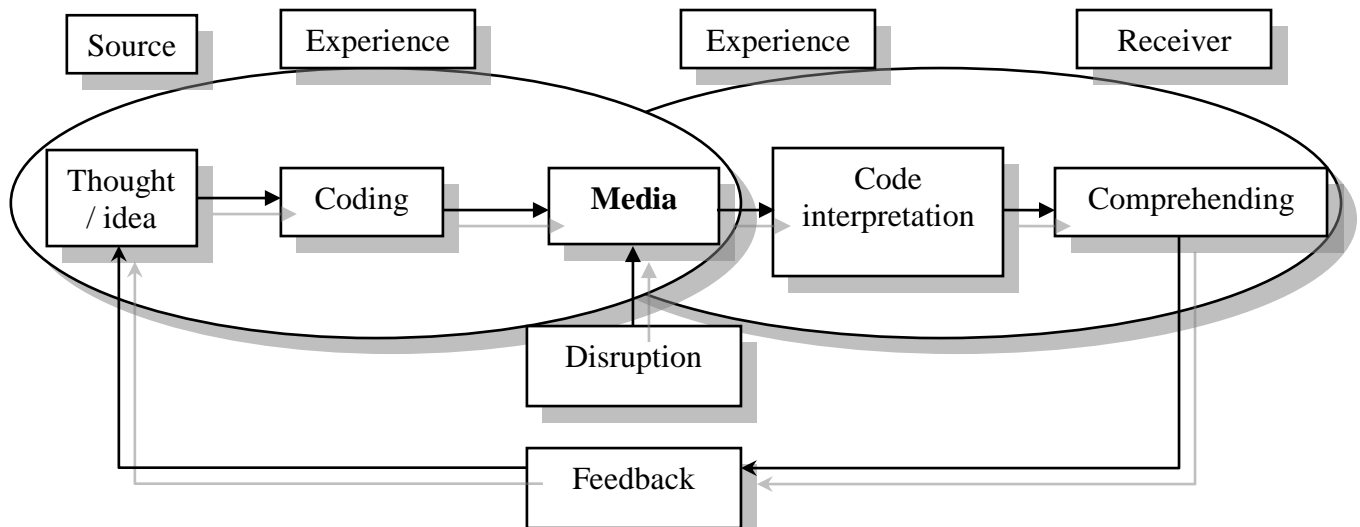


Figure 1 The position of media in learning system.

In interaction between students and the environment, the function of the media is recognized from the presence of excess media and obstacles that may arise in the learning process. The three advantages of media (Gerlach & Ely in Ibrahim, et. Al., 2001) are as follows. First, *fixative ability* means that it can capture, store, and display an object or event again. With this ability, objects or events can be drawn, photographed, recorded, filmed, then can be stored, and when need it can be shown and re-observed as the original event. Second, *manipulative ability*, meaning that the media can display objects or events again with various kinds of changes (manipulations) as needed, for example its size, speed, color, and can also be repeated over and over. Third, *distributive ability* means that the media is able to reach a large number of audiences in one presentation simultaneously, for example TV or Radio broadcasts. Meanwhile, communication disruptions in the learning process are as follows. First, *verbalism* means that students can say the word but do not know the meaning. It happens because the teacher usually teaches only with oral explanations (lectures), students tend to only imitate what the teacher said.

Second, *misinterpretation* is that the term is interpreted differently by students. It happens because usually teachers only explain verbally without using other learning media, for example images, charts, models, and so on. Third, *attention is not centered*, it can occur because of several things, including physical disorders, there are other things that are more interesting affect the students' attention, daydreamers, boring teaching methods, lack of supervision and teacher guidance. Fourth, *there is no understanding*, meaning that it lacks logical and psychological meaning. What is observed or seen, experienced separately. There is no logical thinking process from consciousness to the emergence of concepts.

1. SELECTING MEDIA AND ITS APPLICATION

It's very important to consider how to select a media for teaching and learning English language. There are at least four steps in selecting the media to be recommended:

- Write an objective.** The relevance of media selected is supposed to be suitable to the need of teaching and learning environment. Consequently, the students' need is the foundation of the objective of using any media.
- Determine the three domains of learning; cognitive, affective, and psychomotor.** Examine the written objective. These three aspects of education must be taken into consideration, otherwise the teaching and learning English through media will be trapped in problems. That is why the teacher should master the basic principles.
- Select an appropriate strategy.** An instructional strategy clarifies the procedure to be used in helping the learners to acquire the objectives.

- d. **Select the authentic media.** The characteristics of media which directly relate to learning such as verbal abilities, visual and audio perception skills, experience, intelligence, motivation, personality, and social skills must be taken into consideration.

2. TYPES OF MEDIA

Every learning media has its own characteristics. These characteristics can be identified through the ability of media in generating the sensory stimulation of sight, hearing, touch, taste, and smell. There are three types of media, e.g. visual media, audio media, and audio visual media. These types can be used in teaching and learning as the instructional aid to bring all students into comprehending the subject clearly.

a. Visual media

Visual media is a type of media that expresses messages through verbal communication symbol. These symbols mean that they need to be understood completely, so that the process of delivering message can be effective and efficient. Besides, this media has function to attract the students' attention, clarify the presentation of learning subject, illustrate or decorate facts which might be forgotten when it is not visualized.

1) Pictures

The pictures most commonly used are photographs, postcard, illustration from books, and study prints. These pictures can translate the abstract ideas into a more realistic format. They can come from a variety of source such as drawings, magazines, professionally published material, postcards, photograph, etc. They are easy to use because they do not require any special and expensive equipment. Everyone could have this kind of visual media easily. A teacher should have the big size of picture in classroom in order to be seen by every learner in class. Pictures in language teaching can be used as a media to teach vocabulary, speaking and writing. In vocabulary, students can identify the name for each part of the pictures, and then apply it in a sentence. After that, the students can present the result in front of the class and also write a story from it.

2) Board

The kinds of board media are a whiteboard, sticky board, flannel board and magnetic board. The function of the whiteboard is to write down the main points of the teacher's statement and write a summary of the lesson in the form of illustrations, charts, or drawings. The advantages of using a whiteboard are: it can be used in all types of institutions, easy to monitor class activity, economical, and reversible. The disadvantages are: allowing the difficulty of watching student activity, dusty, and less favorable for teachers whose writing is bad.

3) Textbook

Textbook is a logical and systematic presentation of printed material about a particular branch of science or field of study. The benefits of textbooks are: as an individual learning tool, as a teacher's guide in teaching, as a tool to encourage students to choose appropriate learning techniques, as a tool to improve teacher skills in organizing lesson material. The advantages of using textbooks are: economical, comprehensive and systematic, developing an independent attitude in learning.

4) Newspapers and Magazines

Newspapers and magazines are mass communication media in printed form that has role and influence in the general public. In terms of its contents, newspapers and magazines can be divided into public newspapers and magazines and school newspapers and magazines. The functions of newspapers and magazines are: containing warm and actual reading material, containing the latest data that attract attention, as a means of learning to write articles, loading clipping material that can be used as display material for sticky boards, enriching vocabulary, improving critical reading skills and discussion skills. The steps that must be taken by the teacher to make the newspapers and magazines function properly are: arousing motivation to read, giving contextual tasks, displaying good clippings of students to attract other students' interest, holding discussions with topics related to the contents of the letter news and magazines, giving reasonable appreciation for the students' works.

5) Comics

Comics are a form of storytelling with funny drawing series. Comics provide stories that are simple, easy to understand, so very popular with both children and adults. According to its function, comics are distinguished from commercial comics and educational comics. Commercial comics are much more needed in the marketplace, because they are personal, provide rude humor, use conversational language and market language, have simplicity of soul and morals, and have universal human tendencies towards hero worship, whereas, the educational comics provide informative content. Educational comics are widely published by industry, health services, and non-profit institutions. Comics can be used as a medium in learning new vocabulary, finding certain phrases that are often used in conversations, and finding elements of stories and characterizations.

6) Literary works

Literary work can be defined as a branch of literature dealing with words as raw material to create picture, and idea or a story in a meaningful pattern. Based on its form, literary works can be in the form of drama, short story, prose, and poetry. According to its function, studying literature can be 1): motivating students, 2) giving access to cultural backgrounds, 3) giving access to language acquisition, 4) expanding student participation in language 5) developing students' interpretive abilities, 6) educating students overall.

7) Computer

The important thing of the computer is it has all the function that teacher needs, they are CD, audio, PowerPoint, separate, or integral modem, etc.) the main uses of computer in language teaching are a) as a word processor where the students can sit around a screen and type a text. It is also possible for them to add in graphics and design, b) as a tool for special material designed for English speaking, English games, CD with workbook, film, interactive listening material, etc., and c) as enormous reference tools such as electronic dictionary and encyclopedia.

In addition, computer also provides internet connection which allows the students to communicate with other people through email, Facebook, WhatsApp, Telegram, etc. This facility sustains students to practice English spoken and written to English speakers from anywhere in the world.

8) Augmented reality media

Augmented Reality (AR) can be defined as a technology that is able to combine two-dimensional or three-dimensional virtual objects into a real environment and then bring them up or project them in real time. AR can be used to help visualize abstract concepts for understanding and structuring an object model as shown in Fig 2. Some AR applications are designed to provide more detailed information of real objects. This media can be visual media when it only visualizes the detailed information of real object, but it can also be audio visual media when it visualizes an object using sound and motion.

Based on object-tracking techniques, the augment system is divided into 3 types, namely *positioning*, *marker*, and *markerless* augmented reality services. The type of augmented reality *positioning system* is quite simple in its use. This system uses position as a *marker*, so it is usually combined with GPS on a smart phone. This type of augmented reality mark system uses techniques to detect markers that have been pre-programmed to be recognized. A *marker* is in the form of a square with a white background and with several black shades. These two colors are more often used because of the effect of light sensitivity on black and white so that it is easy to detect. This type of marker is commonly referred to as a static marker. But there are abstract forms. Marker types are often also categorized as *markerless* in the form of complex patterns consisting of writing, drawing, or color. This media enables the students to enrich their vocabularies, and also reading comprehension.



Figure 2 The example of Augmented Reality.

b. Audio media

Audio media is related to the sense of hearing. The message conveyed through audio media is in the form of auditive symbols, both verbal and non-verbal (Sadiman, dkk. 2002: 49). Audio media in the world of learning is interpreted as learning material that can be presented in an auditive form that can stimulate students' thoughts, feelings, attention, and abilities so that the learning process occurs (Riyana, 2012: 133). Based on the development of learning, audio media is considered as an economical teaching material, fun, and easily prepared and used by teachers and students. Learning material can be sorted

presentation, and is fixed, definite, and can also be used for instructional media to learn independently (Anderson, 1987: 127).

1) Tape recorder

Tape recorders can be used for playing textbook tapes, tapes of people speaking and music tapes. They also can be used by students in recording their own speaking (for checking the pronunciation, intonation, fluency, accent, etc.). A teacher can improve the students' ability in listening or speaking by using this media. The students can listen to the native speaker talk from the recording to examine their ability in listening. Besides, it can help students to understand the reading material through listening to music, news, and so on. Furthermore, tape recorder can also examine the students' ability in speaking by recording their monolog or dialog then identify the mistakes in it.

2) Radio

Radio is an "audio media whose delivery of messages is carried out through the emission of electromagnetic waves from a transmitter (Riyana, 2012:39). Sounds that contain messages are communicated or informed through microphone that will then be transmitted through electromagnetic waves and the listener captures that information by radio. Radio is very good for developing children's imagination through broadcast messages. In addition, radio can stimulate active participation from listeners such as drawing, writing, demonstrating, or dancing while listening to radio broadcast messages. Moreover, radio can focus students' attention through words, sentences, or music so that it is considered very suitable for teaching music and language.

3) Compact Disk (CD)

Revolutionary innovations in the world of audio recordings took place in 1979, it is the birth of compact discs (CDs) as the result of mixing computers and laser power. Compact Discs or solid discs are an optical disk that is used to store data digitally. Solid disc technology was later adopted to be used as a data storage device known as a CD-ROM.

The advantage of CD is that the form is very simple and concise, the sound quality is clear, the recording capability is great, can record up to more than 700 megabytes, besides maintenance is also easy. The basic principle of treatment is the same as LPs, as long as it is not scratched. CDs can also withstand in repeated use, and sound quality can be improved because music is digitally recorded. Data from the CD can be transferred to other media such as the computer. Otherwise, the disadvantages are the surface of the CD is easier to scratch if you are not careful. And if it's scratched optically, the unit can't read the CD, so the work isn't optimal.

c. Audio visual media

Anderson (1994:99) stated that audio visual media is a series of electronic images accompanied by audio sound elements put into the video tape. The series of electronic images is then rotated with a device that is a video cassette recorder or video player. Audio-visual media is a combination of audio and visual media, or commonly called hearing media. With more complete characteristics, audio-visual media has the ability to overcome the shortcomings of audio media or from visual media. The functions and capabilities of audio-visual media will increase when equipped with motion characteristics. It is able to deliver more complex and more realistic messages.

1) Film

"Film" refers to the rough material on which a series of still image are photo chemically imprinted; this series of transparent damages, when projected at a rate of 24 images (or "frames") per second, is perceived as a moving image (Rokhim, et al. 2003). Motion picture film comes in various widths and image size. Moving images have an obvious advantage over other visual media in portraying procedures in which motion is essential to mastery.

The teaching and learning process using audio visual media is very different from conventional teaching. The experience of seeing and hearing makes it easier for students to interpret the material or information conveyed by the teacher. Learning with varied teaching media is very helpful for students in understanding the explanation from the teacher. Students themselves tend to be more enthusiastic with visually presented reality, for example through film pieces. The piece of film can be developed using materials made by the teacher. For instance, the pieces of *Pearl Harbour* film pieces can be a material in studying history.

2) Television

Hamalik (1985:134) stated that Television is an electronic motion picture with con joined or attendant sound; both picture and sound reach the eye and ear simultaneously from a remote broadcast. TV is a powerful media in disseminating information simultaneously, and has been proven to have very effective capabilities, so it can be used to broadcast learning programs nationally (Warsita, 2008:117). TV series are one of TV programs that is important to help students' vocabulary and show the correct pronunciation. They also present differences in accents by portraying various nationalities. Besides, TV cast imitates natural conversations and interactions between people. These characteristics facilitate

focusing on contextual meaning instead of literal translation of word to word. In addition, most of TV series plots covering contemporary issues in social that can serve as a starting point for discussion. Students can experience a critical approach to cultural and any other issues in TV programs, and as a consequence broaden their perspectives.

3) YouTube

YouTube has a potential to transform the way of educational system works by stimulating students' participation and interest. Teachers can find a wide variety of professional videos created by the experts, which cover almost every subject, from general to specific material. *CrashCourse*, *School of life*, *Vice News*, and *Lesson from the screenplay* are the examples of professional websites that teacher may use in classroom. They provide an interesting and attractive content, full of graphics and charts which students can use later on to broaden their knowledge. It creates a possibility to improve students' language skills and provide them with new pieces of new information. As Clark and Mayer (2002) pointed out, YouTube can facilitate learning process through reducing students' cognitive loads. In addition, YouTube provides students to continue their learning process maintaining the same method with in class, which is convenient. The variety of possibilities given by YouTube shows that if media are chosen wisely, learning language can be pleasant, effective and easy.

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